

SILENT WORKER.

CONVENTION NUMBER

Published by the New Jersey School for the Deaf

Vol. XXIX. No. 9

Trenton, N. J., June, 1917

5 Cents a Copy

CONVENTION OF THE N. J. S. A. D.



ONE of the surprising facts of the postponed 10th bi-ennial convention of the New Jersey Association of the Deaf, which was held on Decoration Day in the parish hall of Trinity Episcopal Church, Newark, N. J., was the large attendance. This convention had received perhaps less advertising than any other, had none of the usual booming, and official announcement came only two weeks beforehand; yet nearly one hundred witnessed the proceedings. Seventeen new members were received, as many as the cynics said the whole attendance would amount to. The deaf of New Jersey thus proved beyond doubt that they are no "slackers" to their cause, which cause the Association has represented for twenty-one years.

The weather presented a warm and sunny face when the convention opened at eleven o'clock in the morning. The first move President Stephenson made was the appointment of a secretary in the person of Mr. Miles Sweeney to fill the shoes of the late lamented Joseph Adlon. Then after making his address of welcome, the president announced business. Mr. George S. Porter, Chairman of the Jenkins Memorial Fund committee, made his report. This Jenkins matter consumed the rest of the morning. The debate thereon was quite exciting: some favored a portrait, others a bronze tablet, and debate was still pending when at 12:30 o'clock it was thought fit to adjourn till the afternoon.

The afternoon session opened at two o'clock sharp, with the president inviting Dr. Fox to read his paper entitled "The Combined System of Deaf-Mute Education." Probably no greater deaf authority on educational matters touching his own class lives than Dr. Fox, and needless to say his address created a profound impression. He put in it the weight of thirty-five years' experience as head teacher of the academic department of the Farwood School for the Deaf, New York City. Clearness and frankness marked his course, and for the most part his arguments were such as could be punctured only by applause. Next followed Miles Sweeney with "Past, Present and Future," being a historical survey of the deaf and an attempt to prove that their misfortune is only a small matter and that as soon as the prejudice of the hearing public dies away there will be little left to regret for loss of hearing. Lastly came Mr. George S. Porter with his excellent paper "Our Duty," containing a mine of good advice to the deaf. Then the Jenkins matter was resumed.

The debate held for some length before the tide finally turned in favor of a bronze tablet for Weston Jenkins, first superintendent of the N. J. School for the Deaf, who dedicated a long life to their education, married one of his deaf pupils, and carried to his grave the same genuine, the same loving interest in the deaf. It was also decided that the old committee on the fund be retained and that all haste be made to collect enough before the next convention to meet the expense for a bronze tablet, which expense will run in the neighborhood of two hundred dollars. The Jenkins matter thus disposed of, report of the secretary-treasurer was made, followed by

the question of electing new officers. No elections however were held, the assembly deciding to retain the present officers. Here they are: President, R. C. Stephenson of Trenton; vice-president, Charles T. Hummer, of Jersey City; secretary-treasurer, Miles Sweeney, of Trenton.

It was getting quite late when President Stephenson made his concluding address. He declared in favor of the combined system of educating the deaf, commended Dr. Fox for his able exposition of said system and thanked everybody for helping make this convention a decided success. Thus ended the tenth bi-ennial convention of the New Jersey Association of the Deaf, and

ability, determination in its original pattern by the forces and personal leadership which fashion it. So it is with societies of the hearing which are in effect so many social clans. Their loyalties, antipathies, and methods are based upon race and class inheritance and prejudices. They aggregate like-minded people to themselves and stamp the members with the mark of the group. There is no sense, then, in criticising the deaf for possessing an innate desire to give free play to the social organism in considering conditions which are the result of their deafness.

Among the subjects of special interest to the deaf perhaps the most important are the methods employed in their education. Of those used in America the *American Annals of the Deaf* classifies them as (1) The Manual Method, (2) The Manual Alphabet Method, (3) The Oral Method, (4) The Auricular Method, and (5) The Combined System. Explaining the System, the *Annals* states: Speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. It is believed that in many cases mental development and the acquisition of language can be best promoted by the Manual or the Manual Alphabet Method, and, so far as circumstances permit, such method is chosen for each pupil as seems adapted for his individual case. Speech and speech-reading are taught where the measure of success seems likely to justify the labor expended, and in most of the schools some of the pupils are taught wholly or chiefly by the Oral method or by the Auricular method.

"To obtain a more definite comprehension of the Combined System we must trace the inception from its founder and discover the *raison d'être* which guided its establishment. In pursuing this process we learn that until 1817 there was no public provision for educating deaf mutes in this country and, further, that the present combined system should properly be called the American System of Deaf-Mute Education. It was correctly thus designated by Dr. Edward Minor Gallaudet when emphasizing the views and opinions which were originally set forth by his father, Thomas Hopkins Gallaudet, the founder of American public schools for the instruction of the deaf. We trace the American System directly to the result of the researches and to the personal experiences in Europe of early American instructors to Gallaudet's study and training, which enabled him to inaugurate and bring to high public favor the American School at Hartford, Conn., and to his colleagues and successors, particularly Day, Weld, H. P. Peet, and E. M. Gallaudet, instructors and expert investigators whose testimony, following their personal observations abroad, favored the instruction in articulation for those whose deprivation of hearing and speech resulted in the passage of a resolution at the Conference of Principals, at Washington, in 1868, the valued suggestion "to provide adequate means for imparting instruction in articulation and lip-reading to such pupils as may be able to engage with profit in exercises of this nature." It is well that we bear this in mind, for the Combined System is accused of making little effort to teach speech to the deaf, and the great results it has accomplished in this line have been credited to the urging of a great man distinguished in other lines, but who opposes, and who has been a consistent enemy of the Combined System. It is an easy matter to lead the popular mind to credit the house to the man who lays the last tile and allow his co-workers to drop out of view. History, however, should not gratify such hero-worshipping propensities, but should credit the original idea to the one who deserves credit.

"Stated briefly the American combined system is more or less a combination of De l'Epee French method which employed signs and the manual alphabet as the medium of instruction, and of Heincke's German method, which used speech. The transplanting of these methods from Europe and their combination as part of a new system was not an accident. Each had unquestionable merit; much of truth and reason must exist where coincidence of opinion and practice is found. Consequently, both deserved places in a progressive system of deaf-mutes instruction. Schools whose purpose is to educate deaf-mutes

the next one will probably be held on Labor Day, 1918.

The papers read at the convention follow:

THE COMBINED SYSTEM OF DEAF-MUTE EDUCATION

By Thomas Francis Fox

Mr. President, Ladies and Gentlemen:—It is with sentiments of cordial satisfaction and pleasure that I join with you in this convention of the New Jersey Association of the Deaf, to consider and discuss questions which so peculiarly interest us all. I am quite aware of the criticism that is sometimes directed at the "clanish" spirit which draws the deaf into associations, and which is implied as a rebuke to such assemblies of a part of the community. When, however, we view properly this inclination of former schoolmates to meet occasionally in convention, we do not discover that the deaf in this respect are so very different from other groups of people.

There is at the present time a notable movement in the social system toward a larger and more closely articulated human life. Intimate familiarity with the habits and ideals of our fellow men produce spiritual companionship controlling tastes and regulative practices. It is by such intellectual sympathy that the sensitive temper of the deaf fortifies itself. Every person of normal mind and correct action appeals to his set to his family, his church, his club, his union with a sensitivity that is beyond calculation. And since there is this connection for every sane, efficient person, the social inclination of particular groups is an aid in the interpretation of individual minds.

Associations of the deaf are products and results of social movements, as well as means of control and guidance. Each society represents a type of person-



R. C. STEPHENSON
President

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should make use of all means which can be shown to be for service in the work they undertake to perform. This was patent to the early American instructors, who saw that both the French and German methods had merits, and both should have their respective places in the education of deaf-mutes. Holding to the illustrative elements of the French method, they gave to the articulation of the German method all the importance possible for deaf-mutes who can benefit from it. They thus showed respect for both methods within the limits which nature assigns to each of them according to the disposition of the children whose advancement they were seeking. In this they followed tradition, which affords us the elements of instruction, and yet kept to the path of progress, which indicates the best forms to be employed.

"The basic idea of the combined system stands out prominently; it is a recognition that the educational process is in principle simply the furnishing of the natural impulses and instincts with such material and directions as are suited to them at any given time. The most that education can do is to lead up to a point where one becomes the subject of non-natural influences. So with the deaf child, the system recognizes that he is peculiarly open to indirect influences such as those of example and environments. By these, as well as through pictures, games, plays, manual work, and the like, he gains valuable habits, sympathies, and a sense of usefulness which are real factors in education. His emotion in those ways is more likely to grow out of real interests, rather than to rise as detached experiences, which occurs when the training is too bookish and abstract."

A study of the nature of deaf children emphasizes difference of temperament and energy. One observing them in kindergarten groups notices variation of disposition. Some are quick in re-action to suggestion; some reflect larger and more aptly upon their experiences; some are more sensitive to companionship, rhythm, or pictures. They display as much variation as the same number of adults from a like social stratum, and the children are less habituated to limited types. In their education, therefore, we are obliged to respect the nature of the child and to have regard for the individuality which it possesses. This is exactly what the combined system seeks to do when it provides a method for the individual child, rather than forcing one method upon all children indiscriminately without distinction of their individual inclinations and dispositions.

Formal and lifeless drill work has been partly responsible for the common opinion that emotional experiences must be cultivated apart from emotional processes, and by some other method. This arises from a narrow and partial conception of education. When the term is properly used, to designate the enrichment of the whole nature, it is understood to involve the proper exercise of the will and emotions as well as the intellect. Considering the education of the deaf child in its truest sense, the individual, when allowed full and free expression through signs, probably derives as much of it from the informal experiences out of school hours as he does in class exercises of other formal occasions. The deaf child's interest is primarily in activities and in concrete things close at hand. Much of the material must therefore be found in the daily duties and the comradeship of the playroom and playground. His early childhood is one of great activity and imitativeness. Stories dramatized in signs may not have any ulterior reference in the mind of the child, but they afford an immediate and legitimate satisfaction. About the age of thirteen he shows keen interest in picturesque biography and in thrilling events, for this marks the period of habit forming and the maximum power of memorizing.

Referring back to the limits which nature marks for oral instruction, we should consider that, while the sign language may not admit of abstract thought, and so fulfills the aim of language in a limited degree, still neither can it be truthfully maintained that the deaf-mute can be made master of spoken words through simultaneous and continuous presentation of ideas and conceptions by speech. There may be an approach to it, but that which system cannot accomplish, cannot be obtained through mere practice. The deaf-mute does not form or develop the least thought without having recourse to signs. Even when he learns to speak and write, he still thinks in gestures. He does so in his mind, or with his feet, if not allowed to do so with his hands. Single-method teachers deny that the instruction of deaf-mutes requires the sign-language in addition to articulation. They maintain that, if the deaf-mute be taught to express himself by spoken words instead of signs, he will know how to think in words like other people. This is an untenable assertion which it would be difficult to prove, for it is in effect to say that he must be inclined by nature to think in the language of words, although he have no consciousness of sound, upon which the word-signs are chiefly founded. Such reasoning can scarcely stand before the tribunal of psychological science. The human mind creates signs for itself and in these only does

it think; it is an error to conclude that it has the power to take all sorts of signs, audible and visible, into the immediate service of thought. As the hearing person conceives ideas only in an audible form, so the deaf-mute conceives them in visible form. When the hearing child learns to speak he has the consciousness that the words express, if not precisely the objects of images, yet an object of his sentient perception. And if the word recommends itself to the hearing child, because he naturally thinks in articulative forms, it must be placed in a similar relation for the deaf-mute child in his actual mode of conception and thought. Now, the deaf-mute child thinks only in the language of signs. So for the hearing child it is articulation that is the medium of thought, and for the deaf-mute it is signs. For the former, the word becomes the vehicle of thought through spoken language; for the latter, through the sign-language. Language, like thought, can be made living, active, and fruitful only through the living breath of the native form. If the education of the deaf is to develop knowledge and power, intellectually and broadly, there is no way of breaking the path of instruction superior to the sign-language, for even if it may not be fit for the expression of abstract ideas, it is unsurpassed as a vehicle for the impassioned expression of thought.

We here recognize the wisdom of the great breadth of the American system, providing methods for all the various classes that come to school, whether

mentality of those handicapped with defective hearing. The potential mind may be thoroughly normal, but with the limitations of sense impressions, the possibility of development is limited. Many are thus regarded as mentally defectives who are merely suffering impaired channels of communication. This same phenomenon is to be noted among the blind, those suffering from marked speech defects, and even the victims of malnutrition.

A conspicuous defect of the Combined System as generally practised is the rather laborious efforts put forth to exploit results in speech training. The main argument advanced for this practise is that the combined system schools must prove their excellence over single-method schools by showing that they teach speech as well, and even better. The reasoning is self-evident, but it may be suggested that the exploitation be confined to a strictly honorable basis. Most excellent results are obtained in teaching in our combined schools, but the public exhibition of speech should not overshadow other good qualities in the system, nor be made to the exclusion of fair-play to those children who may be in manual classes. These possess good mentalities and make satisfactory progress under non-oral instruction. Too often the children in speech classes are favored, pampered, and exhibited in a manner to imply that those in manual classes are of minor import. Moreover, it is only proper, and a fair measure of justice to inexperienced visitors, that they be informed as to what per cent of the pupils exhibited are semi-deaf, semi-mute, and congenital deaf-mutes. Only in this way can a comparative idea be given as to the percentage of each group profiting by speech instruction. It is not honorable to spread further the false impression that *all deaf-mutes* can be made equally proficient in the use of spoken language; if such were really the case, the Combined System would no longer be necessary as a system of deaf-mute education.

The scholarly instructors who introduced, worked out, and advocated the superiority of the combined system over any single-method were intellectual giants. They fearlessly expressed their beliefs and took risks by standing up for their convictions. The latter generation of instructors are rarely of this type. No matter what may be their private beliefs, most of them are adherents of single methods; it is safer, popular, and more fashionable to teach through speech. We are facing a revolutionary period where we view the vigorous hostility entertained by a certain type of educators of the deaf toward the established principles of deaf-mute education. If they are right in what they claim for speech alone as the method of educating deaf-mutes, then the Combined System must pass away. Manifestly this is an issue of far-reaching consequences; it is sharply drawn, cannot be ignored, and ought not to be neglected. Much of criticism and rebuke of the Combined System is being written, and a good deal of it is more plausible than reasonable. The central idea is clearly exposed—the combined system, its ideals, standards and purposes—is fundamentally and totally wrong. Everything that does not fit into the conception of speech-teaching is ancient, worn out, worthless. It is branded traditional and deserves to be cast out. To the new generation of expert speech teachers, who have so recently entered and seek to control the profession of deaf-mute instruction, everything that is traditional unmitigatedly and is irredeemably wrong and, to their minds, everything is tradition that has been established by the test of experience. Now, what is tradition in education? It is simply the accumulated wisdom of the ages, brought up to date; wisdom culled, sifted, extracted from universal human experience—the final product of the natural evolution of common sense. Our manners, morals, and religion are tradition; civilization itself rests upon tradition, and one can no more escape the compulsion of tradition than he can escape his own shadow.

But none the less, everything traditional, conventional, and historical, everything that smells of antiquity is forbidden in the "new ideas." No time is to be wasted upon the useless facts of the past. Speech teaching to the deaf is claimed as brand new, therefore it represents perfection; the Combined System, its curriculums, and its practices are all old and therefore wrong. But in this wholesale indictment, the one real, outstanding fact about present conditions in the education of the deaf is entirely lost sight of; it is the inefficiency of teaching to-day as compared with fifty, forty, or even thirty years ago. And this inefficiency is easily traced to the entrance into the profession of speech teachers who lack educational qualification for the difficult work they seek to perform. When we care to seek the simple truth we find the unfruitful results of the schools is due not so much to the curriculum or subjects taught, but to manner of teaching the subjects. To teach language to the deaf demands a knowledge of language—ability to write and express thoughts correctly. It requires much more than a knowledge of the positions and uses of the organs of speech and a mere smattering of polite and smart-vocal expressions. When candidates for positions in the profession cease to be selected through favoritism and influence, and are required to show educational qualifications, training



DR. THOMAS F. FOX
Head Teacher at Fanwood.

and talent for the work, we shall witness improvement in teaching,—and not before.

A puzzling difficulty met with by the adult deaf is to determine who among those heads of schools proclaim "Combined" are sincere in their advocacy of the American system. Nominally, many favor it, but actually their action demands raises the question of their honesty of purpose. Compared with the old line of instructors, few to-day are resolute and independent, with the pith and sinew to stand up for what is known to be the right. Some leaders are too apt to trim sail to catch the fluttering breezes of social and educational opinion, and have little heart for fights waged in the name of a high principle. Of course, tact in a man or a woman is to be commended; the one who is most influential for good is he who knows when and where to yield on trivial issues. But the strong one, the great, is he who makes up his own mind and holds to his own firm and clear decisions when momentous questions are involved. He will not stoop to an unworthy compromise for the sake of professional advantage. He is not with you at one time and against you at another—unless your own course changes, and he must break with you at the parting of the ways, because he believes you are wrong.

Unfortunately there are too many in the profession who try to "stand in" with everybody at all times, and on all sides of the educational question. In a reproachful sense, they are all things to all men, debonair and agreeing with you while you are with them, and coinciding with the next man's views when you have passed. Their sincerity is questionable, and this appears to be true of too many leaders in the combined schools of to-day. A wise observer of the ways of mankind has told us that those who can control children in a school-room have learned much about men and women, who are but children of a larger growth. One thing they learn, and that is that people are not successfully ruled by those who always are striving to make an effect through false appearances. Deaf children at school observe much more than is credited to them. In their keen juvenile eyes this type of easy-going, all-agreeing character is fairly "sized up," and the adult deaf retain good memories of school-days. It might surprise and chagrin not a few prominent heads of schools to learn the real opinion held of them by their favorite graduates, whom they favored, petted, and advanced beyond just merits. It is this type who, believing in the Combined System, yet fear to stand up valiantly in its defenses upon all occasions, are the worst enemies of the American system for educating the deaf. The deaf can and do respect advocates of a single-method who squarely oppose their views, but for those who acknowledge the superiority of the Combined System, and yet have not the courage to stand for their convictions, they can have neither confidence nor respect.

PAST, PRESENT AND FUTURE

By Miles Sweeney

Mr. President, Ladies and Gentlemen:

I am very glad to be among old friends and new, and to take this opportunity to give a historical survey of the deaf from times remote down to the present. Next, I purpose to prove that deafness is, after all, no great misfortune. Then I will finish my task with a few remarks on the future.

Little is known of the condition and treatment of the deaf before Christ. Perhaps they were slaves, perhaps they were generally put to death—about all we know is, they were considered incapable of being educated; quite naturally, for in those days education was a matter of "ears." Nobody then suspected that in the generations to come the ear is to play only a subordinate part in the great drama of human progress.

Christ came and his teachings gave broader scope to men's sympathies. Not only did he heal the deaf and other "unfortunates" but first directed attention to them; and his influence has remained to this day, ever gaining fresh strength as time goes on. The first philanthropist, the first democrat, the first and greatest benefactor of the deaf—such was Jesus Christ.

We may glide over the Middle Ages with the remark that they were infatuated with antiquity. St. Augustine, greatest of church fathers, agreed with Aristotle, greatest of ancient philosophers, in that the deaf cannot be educated; and saint even went farther than sage when he said that "deafness from birth makes faith impossible, since he who is born deaf can neither hear the Word nor learn it"—rather disconcerting words! Although there are a few recorded instances of a deaf person being taught during those centuries of darkness, such was ever considered a miracle, and not until after the Renaissance, which marked the transition from the Middle Ages to the modern world, was any attempt made to educate the deaf as a class.

The Renaissance began with the invention of printing by a German named Gutenberg in the middle of the fifteenth century. Hitherto knowledge had remained in the hands of the rich, the powerful, the few; and the art of printing by making possible the multiplication of books and the advent of the newspaper made knowledge common property. Colleges

and schools rapidly supplanted monasteries as places of learning. One thing remained—to free the human mind from the spell of antiquity and the yoke of authority, and this was finally accomplished in the 17th century by Rene Descartes and Francis Bacon. At last help for the deaf was within sight.

With those two mighty intellects, the Renaissance ended and the modern world commenced. Descartes and Bacon overthrew the tyranny of the past and set the human mind free to strike out into the vast, infinite and fruitful regions of Nature. "When I," said Descartes, "set forth in pursuit of truth, I found that the best way was to reject everything I had hitherto received, and pluck out my old opinions, in order that I might lay the foundation of them afresh: believing that, by this means, I should more easily accomplish the great scheme of life than by building on an old basis and supporting myself by principles which I had learned in my youth without examining if they were really true.....I, therefore, will occupy myself freely and earnestly in effecting a general destruction of all my old opinions.....For, if we would know all the truths that can be known, we must, in the first place, free ourselves from our prejudices, and make it a point of rejecting those things which we have received, until we have subjected them to a new examination.....We, therefore, must derive our opinions not from tradition but from ourselves. We must not pass judgment upon any subject which we do not clearly and distinctly understand; for, even if such a judgment is correct, it can only be so by accident, not having any solid ground on which to support itself." Words of wisdom; for, if for instance men still trusted what Aristotle and St. Augustine said of the deaf, there would to-day be no schools for the deaf and no spiritual benediction for them besides. And now listen to Bacon, who furnished men with a method for discovering the laws of Nature that has enabled them to achieve such signal triumphs in almost every field of endeavor:

"As things are at present conducted (Bacon here means the usual method pursued by his contemporaries) sudden transition is made from sensible objects and particular facts to general propositions, which are accounted principles, and round which, as round so many fixed poles, disputation and argument continually revolve. From the propositions thus hastily assumed all things are derived by a process compendious and precipitate, ill-suited to discovery, but wonderfully accommodated to debate.

"The way that promises success is the reverse of this. It requires that we should generalize slowly, going from particular things to those that are but one step more general; from those to others of still greater extent, and so on to such as are universal. By such means we may hope to arrive at principles not vague and obscure, but luminous and well defined, such as Nature herself will not refuse to acknowledge."

This is the famous inductive method that revolutionized thought and made the world progress with giant strides. Men no longer made hasty assumptions, no longer indulged in vain disputations; instead they began to tackle Nature, search her, watch her, test her, question her, and from her bosom wrest secret after secret—including of course this one, that the deaf can be educated.

I cannot here spare the time to give an account of all those good men who dedicated their lives to the deaf and who devised various special means for educating them. Suffice it to say that these pioneers of deaf-mute instruction formed part of that great intellectual movement to which the geniuses of Rene Descartes and Francis Bacon first gave definite shape. If I may be pardoned the use of figurative language, I should say that Descartes furnished the masculine element and Bacon the feminine element, and the result was that glorious child—Modern Science. Modern Science is some 300 years old to date; education of the deaf as a class is some 200 years old in Europe and 100 years old in America. But let us now return to the ear.

How much has the ear contributed to the last three centuries of astounding progress? Nature must have been in ironic mood when she enabled a certain deaf gentleman named Beethoven to create the most majestic sounds that ever greeted human ear. Let me repeat, how much has the ear contributed to human progress? Very little, comparatively speaking. To get an idea and an analogy of what it has done, just go to any moving-picture place where there is also a piano. What do we find the piano doing? We find it merely playing a subordinate part; and supposing there no piano, people go to see the show all the same. Let me give another illustration. Take the case of Thomas A. Edison, whose sense of hearing is practically useless. This man's head is stocked full of more useful knowledge than any other man's, and he has, besides, accomplished more wonders in the scientific world. How did Edison acquire all that knowledge and accomplish all those wonders? Simply by using his eyes to observe with and his hands to experiment and construct with.

What does all that prove? It proves that deafness

is not a serious handicap. Edison even says it is an advantage—I can hardly agree with him, for I certainly wish to hear his wonderful phonograph. But I deny that the deaf are an unfortunate and useless class as the majority of people still believe. What ground, for example, has an employer to refuse a trained deaf-mute a job as photo-engraver—I hint at an actual case and I can cite lots of others. I say, the only ground on which he can rest his objection is that of the sense of hearing being all-important in photo-engraving and consequently that a deaf-mute cannot do such work. In other words, on absurd and unscientific grounds. But so deep-rooted is this prejudice, this ignorance about the deaf that it will likely be many years before it finally dies out. It harks back to the ancient world. Wrong beliefs once current persist and linger long after they become exploded.

The deaf to-day stand on secure ground, and they can look confidently into the future. Only one barrier now remains in their way. It is no longer a subjective, it is an objective barrier: it is the prejudice of the hearing public. This prejudice has been hampering the deaf more than loss of hearing ever did. Ladies and gentleman, I shall not indulge in dreams about the future, for dreams often come wrong; I can only say that ours is no longer a gloomy future, and that there is at least one thing that promises much—I mean the moving-picture, which seems more to our advantage, considering the fact that our hearing brethren do not possess any language of conventional signs. My task is over, and I thank you one and all for your kind attention.

OUR DUTY

By George S. Porter

Mr. President, Ladies and Gentlemen:

Supposing all the deaf people of the United States gathered together and built a city, the population would equal that of Trenton, which is about 100,000.

Their various activities would be practically the same as that of people of any other city. There would be schools, churches, colleges, doctors, lawyers, electricians, chemists, photographers, artists, sculptors, shoemakers, merchants and so on down the list. There would be this difference—the language would be the universal language of signs.

To those people who are unacquainted with the deaf and their ways, this statement would appear preposterous, but to those who know, it will be taken as a matter of course, for haven't we skilled educators, artisans and scientific men and women scattered all over the states. The deaf are no more immune to the ills of the human race or to crime than hearing people are.

Now I have drawn a picture as the deaf would appear if they were segregated. Of course it is visionary. Such a thing will never happen. We do not wish it to happen. What I want to emphasize is that we are just like other people except for one physical handicap—deafness.

Even if such a city as I have pictured above did actually exist, its life would be very short. Why? Because the offspring of these people would, except in a few instances, have the full possession of their faculties and eventually outnumber the deaf. Could there be a better refutation of Dr. Bell's theory than this?

As it is today, if any of our number should get drunk, become disorderly and get locked up, the next morning's paper would proclaim the fact and in addition mention that the person was a deaf-mute. It would be the same if we committed any other crime. The public naturally would be impressed with the fact that it was a DEAF-MUTE who committed the crime, and draw the conclusion that all deaf-mutes are criminals. As a matter of fact, the per centage of criminals among the deaf is very small.

Are the deaf dependents? I do not know of any, yet I know it to be a fact that many hearing persons are dependent on the deaf man's wages.

Are we not proud?

The deaf do not beg. They are straining every effort to wipe out the Impostors—those who reap rich harvests pretending to be deaf and dumb!

Should we not be proud?

This movement is backed by the National Association of the Deaf, and many persons of this class have been landed in jail as a result. Mr. J. F. Meagher, of Vancouver, Washington, was appointed by the association as Chief of Police who has appointed assistants in nearly every state. To his credit laws have been passed by the legislatures of several states making Imposture a prison offense.

Taking these facts into consideration we deaf are just as good and honorable citizens as can be found anywhere.

But we should not be satisfied. We should so conduct our lives as to command the respect of the community in which we live. Deafness is a terrible handicap yet it is not unsurmountable—a handicap that can be overcome very much by

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our own efforts to equal if not to surpass our hearing brothers and sisters. If you are a shoemaker, wouldn't you command respect if you made a better pair of shoes than your hearing competitor? This is one of the many instances to illustrate my meaning. You owe it to yourselves, to the deaf at large and to future generations of the deaf, to be not only a good citizen but the best citizen, not only a good workman but the best workman.

It is our duty to take an interest in our own affairs.

We have the National Association of the Deaf. If it is a good thing, as it is supposed to be, we all should become members. True, by joining the association you do not receive visible returns, but when all the deaf are banded together to protest against discrimination and similar evils, the association can exert a tremendous power for the good of our cause.

You have your own society here in Newark. That is right and it is conducted on moral principles. There is a mental stimulus in such social gatherings that could not be obtained any other way. Social centers are necessary and should be encouraged.

We have our State Association which meets in convention today. Every self-respecting deaf man and woman in the State should become a member for the same reasons as explained in my comment of the N. A. D.

It is our duty to carry insurance, to provide against want. We have the National Fraternal Society of the Deaf with a membership of over 2,000 and a Fund exceeding \$100,000, paying disability and death benefits. Every acceptable deaf man who is able to do so should become affiliated with the organization. Are you willing to die without having provided for the end? No man who is half a man would leave the matter of expense of his sickness and death to his wife, his children or his relatives. It is encouraging to know that right here in Newark Division No. 42, N. F. S. D., has nearly fifty members to its

credit with prospects of double that number in the near future.

It is our duty to take an interest in the school that gave us an education.

The New Jersey School has just taken on its third Superintendent since it started nearly thirty-four years ago. Mr. Jenkins has passed on to the Great Beyond and we are going to honor his memory. Mr. Walker, finding the responsibilities too great has been relieved by Mr. Walter M. Kilpatrick, and in future he will be Principal of the Academic Department. We should congratulate ourselves that the Superintendents of the New Jersey School were men of large experience in educating the deaf and that the products of the school are as good as those turned out by any school in the country.

A Superintendent appreciates and feels encouraged to receive the good will of the graduates. Let us all extend to the New Superintendent our hearty good will and wish for him an era of success in his administration. Let us also congratulate Mr. Walker upon the progress made during the seventeen years he has presided over the affairs of the school and let us hope that his labors for the deaf, although considerably reduced, will continue as long as his health and strength will permit.

The New Jersey School publishes one of the best school papers in the world, known as the Silent Worker. For years it has aimed to show up the attainments of the deaf of all lands. That it has done so is attested by going through its files for the last 24 years. But there is one great gap in its glorious history—a page or two of strictly New Jersey news. We want to know all about the ex-pupils of our school. There should be a record of their successes and misfortunes—of their marriages and deaths. But we must have your help. Each one of you should feel it your bounden duty to take an interest in the school that educated you and there is no better way to show it than by subscribing to the school's publication and assist in keeping up a lively and interesting page of news about the alumni. In

short, the school wants to get into closer touch with YOU, so now it is up to you to get closer to your **Alma Mater** and bestow on her the love and affection that is her due.

The following letter by Mr. Alexander L. Pach, of New York, was read by Mr. Robertson:

New York, May 26, 1917.

My Dear Mr. Stephenson:—I am very happy to comply with your request for a few words of greeting, which honor, I take it is mine because it was my pleasure to be one of your predecessors in the Chair you now occupy. As I was raised in New Jersey, and spent the first seventeen years of my life in that glorious State, I still consider myself a Jerseyman, and yield to no one in my love for the State.

Taken as a whole, I do not believe the Deaf of any other state can equal those of New Jersey in many respects. In few other states are the Deaf linked as they are in New Jersey by a common bond of fellowship that has its inception in the fact that all were educated at the same school, and this means a great deal. I hope the matter of the Weston Jenkins Memorial will be hastened as a result of your meeting, and I hope it is finally decided to make it a Scholarship Prize, for nothing would please Mr. Jenkins more were he to have the decision in his hands. A learned man, he treasured knowledge as man's greatest achievement, and a Memorial to him that furthered this idea would be the most appropriate. Statues crumble, and portraits fade, but an investment in United States Bonds will produce revenue forever, and the revenue can be used as a Scholarship Prize, which, in itself, is the greatest tribute we can bring about in memory of our great and good friend, Weston Jenkins.

Please extend assurances of my great regard to the Convention. I only regret that I am unable to be present and extend them myself.

Yours sincerely,

ALEX. L. PACH.

WITH THE SILENT WORKERS

BY ALEXANDER L. PACH

 UNDER normal conditions Hartford in the good old State of Connecticut (I expect to be there myself so am leaving out the traditional reference to wooden nutmegs) during the closing days of June and the opening days of July would witness the greatest gathering of the deaf, and teachers of the deaf, ever assembled at one time and place. But normal conditions do not obtain now and it remains to be seen to what extent war conditions affect the attendance.

In any event the National Association will have a big crowd—that can be depended on, as New Englanders will come back to their **Alma Mater** in crowds, which with the horde of New Yorkers, will make Hartford very much a rallying point and bring about a record-breaking attendance for the East, at any rate.

There are plenty of features scheduled to insure an interesting and profitable time for all who attend, even though the National Association's program is mostly "reports of committees," with no unusual or startling feature announced. Even the chairman lists sound more like a program of a Gallaudet College Alumni meeting than a National Association one, for every deaf man on the program, with hardly an exception is a Gallaudet man. This doesn't signify anything in particular, except perhaps an instance of the big apples at the top of the barrel.

I wonder where "Col. Jimmy" Meagher gets his "one thousand sharpshooters" from? If averages go for anything "Col. Jimmy" wouldn't scare up 100 throughout the country. The "Col" uses an Impostor Bureau letter head that is as misleading as it is surprising. Instead of featuring the fact that the Bureau is for the Detection and Prosecution of Impostors as it well might, it merely appears: "Impostor Bureau" and while

we all know what it means, it is dollars to doughnuts that a great many hearing people gather a wrong impression of what it is all about, and wrong impressions are what we are fighting hardest, so I hope when "Col. Jimmy" gets a new lot of letter heads printed, he will run a title for his Bureau that will tell its own story.

In order that there may be no misunderstanding of Principal Wheeler's position in the matter I am glad to print the following letter which is self explanatory:

THE AMERICAN SCHOOL,
at Hartford
FOR THE DEAF
Hartford, Conn., March 30, 1917

Mr. Alexander Pach,
III Broadway,
New York City, N. Y.

Dear Sir:—In the last issue of the Silent Worker you said that you wondered why the use of the Hartford Chapel had not been extended to the N. A. D. I offered the use of the chapel to Mr. Howard several months ago and he thought that it was not large enough. The American Instructors of the Deaf will not hold their meetings in our chapel but in the High School Assembly Hall and we have been able to secure the use of this hall for both conventions. It was through me that the Church was secured and no charge was to be made for the use of it to the N. A. D.

Very truly yours,

F. R. WHEELER,
Principal.

The "Cobbler of Possum Corners" recently suggested in the Journal that the N. A. D. send an illustrious deaf man of France a present of \$500 for the purpose of bringing him to America as the National Association's guest. Nobody seconded the motion. In these troublous days a

project of this kind is entirely out of order and I do not believe the illustrious "first deaf citizen of France" would accept the money under the circumstances. The little orphans of France; the blinded, crippled and maimed soldiers; the starving peasantry; the many deserving causes that could be enriched by this sum would without a doubt dictate to him nobler, higher use than a pleasure trip at his American friends' expense.

Chroniclers who furnish news items to the papers for the Deaf, persist in the use of such sentences as: "Thirty deaf were present, instead of writing it thirty deaf people." Of course we all know what is intended, but it rankles nevertheless.

The always interesting subject of nomenclature is enhanced by the announcement in the Colorado Index that among those of the pupils who got Easter boxes from home were Miss Mary Pigg and Evelyn Hoglund.

The happiest and most sensible suggestion as to finding a way for the deaf man to "do his bit" is in our raising \$800.00 for the Motor Ambulance that is to be presented to France and driven by John K. Cloud, son of Rev. and Mrs. J. H. Cloud of St. Louis. The time is short, but I have no doubt the amount will be raised.

ALEXANDER L. PACH.

The sages and heroes of history are receding from us, and history contracts the record of their deeds into a narrower and narrower page. But time has no power over the name and deeds and words of Jesus Christ.—*Channing*.

Men may rise on stepping-stones of their dead selves to higher things.—*Tennyson*.

A DEAF CADET AT FORT H. G. WRIGHT

By EDWARD E. RAGNA



The Grub Line



Six-inch Gun at Fort Wright



Morning Roll Call 5:30 A.M.

MILITARY training is compulsory in all state colleges in exchange for the support the federal government gives to such colleges. The Connecticut State Agricultural College where I attended therefore gave military instruction under the supervision of a lieutenant of the U. S. Army. At first because I was deaf it was not compulsory for me, but in my senior year it was. I, however, was at certain times attached to detachments of the military battalion.

Perhaps my experience, the experience of a deaf cadet, in military battalion, may help others to judge what deaf men enrolled in the army with hearing soldiers can do. The branches of the battalion I was attached to were the infantry and the signal corps. Having a quick eye (which naturally every deaf person has,) I was able to manoeuvre, drill and march without any difficulty. True, I could not hear the orders, but I was placed in the second line of the company, and I always watched and did exactly what the man in front of me did. I could get my gun to my shoulder just as soon as everybody else, and keeping step was an easy matter, and at the annual reviews by a captain of the U. S. Army the commandant insisted on my remaining in the company during the inspection and march in review.

We always had one week given entirely to military activities every year, so we could make up a certain number of units or hours of military work prescribed by the war department, and in Spring 1912, we had our encampment at Fort H. G. Wright on Fishers Island, New York, near New London. It was a great week. We had full equipment, except the individual tents, and we were enthusiastic over going. I was attached to Company A. infantry. On the first Saturday in May, a most perfect and beautiful day, we started out for the camp. Storrs, our college town, is about 40 miles from New London and the campus is three miles from the railroad station. All the co-eds and other people turned out to see us off. We marched to the station behind our band playing "The girl I left behind me". The chief musician on the band was Carl Lautenberger, a graduate of the Fanwood school. Our baggage van loaded with suit cases and bundles went ahead of us. At the railroad station the students waited, singing college and other songs until our train came in with extra baggage cars and day coaches. We were crazy to see the salt water and smell the salt air, reminders of the good old summer time, after hibernating all winter in a college town and in nearby cities.

The band played all the way down to New London attracting people in towns and villages with whom we exchanged greetings and waved hands and cheered. We got to New London, our train being switched off into the freight yards, and we lined up and waited for the a transport

steamer, the U. S. General Greene, which took us all to Fort Wright.

While at college we marched and drilled indifferently except at reviews. But we knew that we would be under the eyes of the regulars at Fort Wright who might try to make us feel cheap, so we determined to imitate West Point cadets in drilling. There was determination in every eye. After a splendid trip across the sound we were landed at the government dock where we were met by army transport vans and officers.

Our march from the dock across the island to our camp grounds was perfect in every way, and being deaf I marched my level best and did not spoil the appearance of the company. My company was in the rear where I could see the long line of marching blue ahead of me; it was inspiring. We set up camp, and the regulars off duty in the evening came down and took us to their barrack rooms where they had bowling alleys, pool tables, shower baths and everything. I can say that the equipment of the barracks for the regulars is splendid and as comfortable as at college, except that there were no individual rooms as at college. There were moving pictures in the evening, and a restaurant there. In the evening the lights of the city of New London shone far across the water, and the sight was of rare beauty.

So far, so good, but let us see the other side of our encampment. The ensuing week brought almost nothing in the way of weather but rain, rain, rain, which furnished a good and ready subject on which the students could make uncomplimentary remarks and then some more. We drilled every morning and took long tramps across rocky and hilly roads. If the reader thinks that so far I am not adhering to the title of this article, it is because so far, a deaf cadet had no difficulty at all. Being deaf I marched and drilled, and did everything except sentry duty which I could not do as I could not get the answer to any challenge I could make. This was looked upon by all the fellows including myself as a distinct advantage. Another advantage of deafness was that at night in the big tent I slept as soundly as a brick, whereas the noise and babel of voices of late in-coming officers (I was quartered with the staff officers, band and Co. A. in one big tent) made it difficult for the others to get sleep.

We played games in the barrack houses, and listened every day to the music of the splendid Fort Wright band, which was better than ours, because of more practice and greater numbers. We attended the movies and also played games with the Fort Wright team. Giving college cheers and cheering in unison was a new thing to the regulars, and I was intensely interested to see the regulars try to imitate us or try to get our goat. The regulars during one game were



Blanket Hazing



Junior Week, Athletic Events



Halt for Dinner



"Surrounded by Water"

THE SILENT WORKER

ahead of us by four runs and had knocked our two pitchers out of the pitcher's box, when we put in Carl Lautenberger the Fanwood graduate and our chief musician in the box. The army was effectively checked and we won the game by the score of 9-8.

The food at the camp was plain and very good. It was not as fine as what we had at college, but it was the good plain food that builds men. We were hungry and wet with rain, and always cleaned up our portion, and also cleaned out what was left at the army kitchens.

While we always tried to put up a soldierly bearing there is one incident which did not help us much. I remember one morning when we were to participate in a sham battle. We were each served with twenty blank cartridges and each company was marching its way to take up position in the hills. My company was on the defending force and we were marching to a certain position when we approached a Jersey cow tied to a stake with about twenty feet of rope. Near by were the regulars at work mounting a big 12 inch gun. Well, the cow was unaccustomed to seeing such a formidable body of soldiers as one full company approach her. Our captain was a Jew named Reimer, who differed from the usual army officer in that he had a big mouth and when he was excited he abused the English language, making an extravagant use of words. The cow seeing us approach thought we had come to arrest her and turn her to army beef. Anyway, she bucked and as we approached she got to the end of her 20 foot line and galloping at full speed came swerving with lowered head straight at the company of brave soldiers armed with rifles, bayonets and cartridges. The whole company bolted and scattered to the four winds, while our captain yelled and swore. A storm of laughter and jeers came from the regulars in the fort who had seen our rout. I enjoyed the event as much as the regulars. We quickly reformed and marched away to get lost with the other companies, so the regulars could not tell which company we were, for they were too far away to make out our letter A, even with the aid of field glasses. The sham battle ended in a draw, but there was a lot of shooting.

The soldiers at the fort were always clean, and every afternoon on the government transport, we were allowed to cross over to New London every afternoon on the government transport free, but some students abused their privilege and a special permit was soon required. I remember once, when I had no time to get a pass, I hurried down to the dock hoping in some way to get on board. Being deaf I was hailed by the cadets all ready on board, and they asked me why I was not going over to New London.

I told them I had no pass and could not find the commandant. They then began to call out on the ship, and soon Oliver, a lieutenant in our battalion, came down and offered to vouch for me if the sergeant of the U. S. army who was watching for passes would let me go. He did, and I got aboard. It goes without saying that if I was not deaf I would not have attracted any more attention than to have the stub of a cigarette thrown at me by some one on the steamer. Indeed, if I ever attracted attention, it was of the favorable kind, and it appeared as if every one looked interested and surprised at my presence in the battalion.

The water was ice cold, but some students went in bathing on the beach near the golf club house in spite of the fact that almost every day we could have had a shower bath with our clothes on by just stepping outside in the incessant rain. The wind came up and the waves were lashed up and broke in majesty against the rock cliffs, and surged far up the sandy beach in a mass of white foam. I often braved the rain for hours to watch the waves. The wind nearly blew our two tents down, and almost four-fifths of the cadets moved out of their tents to the wooden kitchen shacks where they built fires and made themselves as comfortable as possible. Four cadets were quartered in each shack, and one party adopted me as their 4th member, but I had no desire to move out, and remained in the tent with plenty of room and air, eagerly waiting for the tent to fall down or be burned up or something. I wanted something exciting or unusual to happen. We tried to brace the big tent with extra guy ropes, but we were too green to accomplish anything, and a squad of regulars came up and they accomplished in one hour what the whole battalion could not do in a day. I was away in another part of the island when the regulars braced the tents, and I wondered just how they managed to get a noose over the tent poles for the tents could not be climbed and the poles were high ones.

The regulars were always practicing and kept in a high state of efficiency, and the cadets always heard the sound of firing of rifles, machine-guns and field artillery. They fired at barrels, targets, and other objects on the water. I remember once walking on the shore in front of a battery, I was watching the waves and after a time saw a man running to me when I looked up. He stopped running and frantically waved me back. Far behind I saw army officers easily distinguished by their leather leggings, standing on the parapet looking in my direction. I suppose I must have gone straight into the line of fire, and not hearing the sharp challenges, they sent one of the men down to wave me back. Of

course, they did not know I was deaf, and inasmuch as I was in uniform, they had no reason to suppose so, but they chose to send a soldier down rather than give me a bullet or two for my apparent inattention. Evidently the neighborhood of forts and batteries of the U. S. army are good places for the deaf to keep away from, unless accompanied by some one else who can hear.

The president of the college, like a good father, came down and ate the army food, and slept in a cot in the commandant's tent. It was a new thing to the students to see the dignified college president wearing a blue army shirt and a slouch hat. We had a visitors' day when our friends, the professors and others from the college and elsewhere, came down and crossed to the island to visit us. Most of the visitors were of the female sex, age from 16 to 21 usually chaperoned by some one older.

Towards the end of our stay in camp our glee and mandolin clubs gave a free entertainment to the army men who packed the hall. I was present, and it was easy to see that they enjoyed it all, especially the funny stories and jokes of our comedian. The army men retaliated by giving us a free movie entertainment.

We broke camp on a superbly beautiful Saturday, just like the Saturday when we came down, and which together were the only two perfect days. As we crossed over to New London, we passed through a fleet of submarines. We were mighty glad to get back to college again to the luxuries and comforts we did not have down at the fort.

All together my connection with the military battalion was most pleasant, and I have enjoyed some things that few deaf men have ever enjoyed. I have marched and camped with a military battalion; participated in sham battles and maneuvers, and in competitive drills; and have marched in parades through cities, with streets banked with cheering crowds. I was always able to hold my own even in competitive drills, by simply imitating others just as the Japanese do, which imitation has made them so progressive. I know from my experiences that the deaf can be good and efficient soldiers, but this is not an argument in favor of their going into the army, in fact, I believe that it is best for them to fight in the first line trenches with the farmers. The introduction of military drill in schools for the deaf means that the deaf may realize their dreams who have the wish expressed in the lines of that old song:

"I want to be a soldier
A soldier tried and true;
I want to be a soldier
Clothed in a uniform of blue."

for they can participate in Memorial Day parades, and on other occasions after they have learned to drill well.

EDWARD E. RAGNA.

Striking Pageant for Anniversary



HE near approach of the centennial celebration of the founding of the American School for the Deaf in this city, to be held at the school June 29 to July 7, inclusive, gives particular interest to a certain feature of the program. This will be a pageant conceived by and prepared under the direction of Miss Hallie Florence Gelbart of this city. The pageant will represent the education of the deaf from the earliest times until the present day. One hundred and fifty Hartford people will be utilized in the production and rehearsals are now being held in preparation for the presentation which will take place Tuesday evening, July 3. Those who are to take part are enthusiastic over the production and those who have charge have been much pleased at the willingness of people to take part. Singers and dancers are much in demand and some of those in the city most gifted

in these respects will be found in the presentation. The pageant, held in the evening, will be visible to all who enjoy witnessing such productions and it will undoubtedly be the most popular feature of the celebration. There are no more assiduous devotees of the movies than the deaf and that this masterly presentation will appeal to them in tremendously gripping way, is easily understood. While it will be of primary interest to the deaf, the arrangement has been so beautifully conceived by the author that apart from the attractiveness of the acting and the charm of the songs, dances and costumes, the pictorial representation of the evolution of the mind darkened by centuries of neglect and ignorance to the enlightenment of the present century, cannot fail to be of great general interest. The old, old story of the development and progress of educational ideas is an ever popular theme for the delectation of American audiences.

The pageant will be produced on the grounds in the rear of the American School for the Deaf at the foot of the slope of the Garden street reservoir.

The actors will appear at the top of the reservoir and come down the slope and assume their places. Delegates from all over the country will view the spectacle. The chants to be sung have been composed especially for the affair by Miss Janet Stone, daughter of George F. Stone, an instructor in the American school. The musical setting will be performed by a large orchestra under the direction of Mrs. Harriet Crane Pitblado.

The part of Mrs. Thomas H. Gallaudet, the deaf wife of the hearing founder of the school, will be played by Miss Katherine Gallaudet of Hartford, her granddaughter. William H. Weeks of Hartford, 86 years old, for more than fifty years a teacher in the American school, will

picture the Connecticut legislature handing a charter to the president of the new school.

Professor Henry A. Beers of Yale university, a grandson of Laurent Clerc, the first deaf teacher in the school, will deliver an address here during the celebration and it is hoped that he will participate in the production.

The pageant will open with a fanfare of trumpets from four pages. Then over the hill and through the trees will appear the figures of five beautiful girls representing the five senses. They come gaily together and after a charming romp, Knowledge enters with a group of little children and asks of the Senses their blessings for the little ones. This pantomimic ceremony is seen and Knowledge and the children retire happily.

Then Sight, Taste, Smell, Hearing and Touch join hands in a lovely frolicking dance and as they romp about with more and more abandon, they play a game. In this game Hearing runs away. She is brought back two or three times, but as she gets bolder and bolder, she goes on into the wilderness—and does not return. The other senses search despairingly for her, Knowledge re-enters with a child to be blessed—and in a tragic little scene is told that Hearing is lost.

The child is desolate, the four senses strive to be of use—but Knowledge, with apparent grief and reluctance, recedes into the distance and leaves the child prostrate on the ground. Then over the hilltop is seen the figure of Religion approaching and pointing to a monk with the cross. The child lifts her head and looks with transcendent joy at the priest who comes slowly toward her, lifts her from the ground and with the cross held high, leads her toward Religion and Knowledge.

This is the end of the opening allegory. In the Grecian era the deaf were never taught—speechless meaning also senseless in Greek. The spectators are treated to a bit of brilliant pageantry showing chariots, dancers, shepherds, discus throwers, runners and so on. Deaf-mutes appeal to the philosophers for help in their affliction, but they are cast aside and left desolate and helpless!

At this tragic point, voices are heard singing beautiful chants, and from the distance over the hill comes a group of Christians bearing crosses and bringing succor and happiness to the afflicted. Their priests come forward and with the knowledge that religion brings, they show that the sad children can be taught and the dawn of the new wondrous era is shewn by a symbolical dance by Enlightenment and Ignorance.

The audience is next taken through the history of the development of teaching the deaf as the great teachers came century after century, in the different European countries, Italy and Spain being among the first—the first oral school being established in Germany early in the eighteenth century. This bit of history gives ample opportunity for the introduction of brilliant and colorful groups of dancers, pantomimists and singers.

The new world history starts with the dire needs of instruction for this unfortunate and much misunderstood class in America, and the glorious coming of that great teacher and humanitarian, Thomas Hopkins Gallaudet. The founding of the school follows, with Gallaudet's acceptance of its leadership, his journey to Europe, his return with Laurent Clerc, his marriage to Sophia Fowler of Guilford, and so on, to the present day with its marvels of achievement in the teaching of the deaf.

The pageant closes with a symbolical dance representing the golden future.

As many parts as possible will be filled by lineal descendants of the first teachers and officers of the school. The present directors will portray the first board of directors. The play is expected to prove the most artistic event in pageantry ever produced in Hartford, and a fitting climax to the celebration in honor of the 100th anniversary of the beginning of education of the deaf in this country.—Hartford Times.

THE SILENT WORKER

Types of Children of Deaf Parents



Children of Mr. and Mrs. John B. Ward, of Newark, N. J. They are Emma K., 12 years, and Margaret M., 3 years

DEAF INVENTOR FOR DEAF

William E. Shaw Gives Exhibitions of "Pillow Shake" Alarm, "Talkless Telephone" and Others

William E. Shaw, deaf inventor who has contrived nearly fifty ingenious devices for the benefit of his fellow unfortunates, gave an exhibition of his inventions in the chapel of the American School for the Deaf, Saturday evening. Mr. Shaw, who is a former pupil of the school, is now connected with the electrical department of Thomas A. Edison at West Orange, N. J.

Mr. Shaw is here at this time to make arrangements for his big exhibition in connection with the convention of the deaf here in July. He has been making a tour of the schools for the

deaf in the east, urging electrical instruction in the institutions. He has received many letters from the deaf seeking employment in electrical factories and has helped some to secure it.

Mr. Shaw exhibited Saturday night his "talkless telephone," a "pillow shake" alarm clock and a "bell-less" door bell. His devices are most ingenious. The "telephone" is run by a system of lights which stand for letters and flash on and off, spelling out words. The alarm clock shakes the pillow, effectually preventing sleep. This invention ought to appeal to those with normal hearing whose auditory nerves have become hardened or paralyzed to the vibrations of the usual alarm clock. There are two arrangements connected with the bell-less door bell. One drops a weight, which conveys vibrations through the building to the residents of the house or where the person to be benefitted has a slight sense of hearing, it explodes a cap. Another arrangement flashes a white light when the front door bell is rung and a red light when the back door bell is pulled. After a certain length of time an automatic arrangement extinguishes the light.

When the baby cries and the deaf mother does not hear it, the baby will kick the cover which is connected with an arrangement that turns on a light and attracts the attention of the mother.—Hartford Times.

FRENCH DEAF AND DUMB GOOD FACTORY WORKERS

PARIS (Correspondence of the Associated Press), May 21.—The intensive production of munitions in France, with its enormous requirements in hand labor, has opened up a new future for the deaf and dumb, who before the war were excluded from factory work. Now hundreds of them are making shells and parts of automobiles and aeroplanes for the army. Some of them are earning the equivalent of \$4 a day.

In practice it has been found that the deaf and dumb men meet with no more accidents than their comrades who can hear and talk. They learn even quicker by sight than do many workmen by ear, and their attention, never being divided by conversation, their output is of the best finish and equal in volume to that of the best mechanics. They are even more attentive to danger than men who have possession of all their faculties.

Make yourself an honest man, and then you may be sure that there is one rascal less in the world.

—Carlyle.



Prof. W. S. Runde's Class, 1916, Berkeley, California, School for the Deaf and Blind.

THE SILENT WORKER



[Entered at the Post Office in Trenton as Second-class matter.]

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Published Monthly from October to July inclusive at the New Jersey School for the Deaf.

Subscription Price: 50 cents a year invariably in advance. Liberal commission to subscription agents. Foreign subscriptions, 70 cents.

Advertising Rates made known on application. **All Contributions** must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith. **Articles for Publication** should be sent in early to insure publication in the next issue.

Rejected Manuscripts will not be returned unless stamp is enclosed.

Address all communications to
The Silent Worker, Trenton, N. J.

VOL. XXIX JUNE, 1917, No. 9

If it is still in order to pass round—not compliments, but plain statements of fact, the Wisconsin Times is one of the school papers we most enjoy reading.

I believe that the great error of American Schools for the deaf and dumb is a too abundant use of the language of signs, to the neglect of dactylography and written language; of which fault it is the inevitable consequence, that the great body of our pupils, after five or six years of instruction, leave us with a very imperfect knowledge of that language, which is to constitute their principal medium of communication with society in after-life.—A teacher in the Hartford School in 1849.

Yet some people think the Hartford school is conservative. Why, Hartford was more progressive long before most of us were born than some of us are today!

The present session of (the Kentucky) school will come to an end May 14th, and the pupils will leave for home on the 15th and 16th. The conditions created by the war have made it necessary to close three weeks ahead of the usual time; in fact it has been a hard struggle to keep the school going this long in the face of the tremendous increase in the cost of living in the last twelve months.

We are not alone in this plight; quite a number of other schools for the deaf are having their financial troubles, also. Some have already closed and others will do so ahead of time. In some states with a more elastic plan of support, the schools will be able to complete the full session, but in those where no extra money is available to meet the unusual expenses, and it is forbidden to incur a debt, there is nothing the school can do except to close when the funds are exhausted, and this we do, regrettably. —Kentucky Standard.

THE GRADUATING CLASS

About this time another class of bright ambitious young deaf people are completing their courses of study in this school and stepping forth into the world eager and,

we hope, well prepared for the battle of life. Perhaps not all their present ambitions will be realized nor all their ideals lived up to, but out of the disillusionment, if there must be any, will come more useful and practicable ambitions and better ideals because more livable, and success will come to them in ways they perhaps little dream now. That deafness is a handicap to them as they now leave us to do for themselves there can be no denying, yet, given our choice, we had rather be deaf and educated as these young people are than not deaf and lacking any such educational equipment both of the brain and hand. The thing has been proven over and over again in families where there was one deaf child and several hearing ones that the deaf one, after receiving an education in a school such as ours is, has gone forth and made better headway than his own brothers and sisters who could hear but the circumstances of the family were such that they did not receive educational opportunities such as his, so that his deafness seemed really a blessing to him.

In one of the western states we knew a deaf young man who, when he finished school, went right down town and started a little store. It was a very unpretentious affair, as his capital was next to nothing to begin, but he kept persistently at it and made it prosper. As the business expanded he sent back to the old home for one after another of his younger hearing brothers to come and help till finally all the brothers in the family were connected with the firm and theirs was the largest and most progressive merchantile establishment in the city. Finally the deaf brother withdrew from the firm to a quieter mode of life, but the business still stands as a shining monument to what he did for his family and the family name.

ARE PUPILS IN OUR SCHOOLS
"PUBLIC CHARGES?"

Recently a letter was received from the office of the Commissioner of Immigration at Ellis Island stating that one of our pupils who was admitted at that port some years ago had been admitted under bonds not to become a public charge, and asking what the annual cost to the state the maintenance of "inmates" of this school was and whether this one had paid that amount or not. In other words, did the child become a public charge by becoming a pupil in a school for the deaf, subject to deportation under the terms of the bond if he did not pay back every cent of the cost of his education?

From our reply we quote in part as follows:—"This is a free public school designed for the education of all deaf children in the state. The law specifically states that "tuition in said school shall be free," and I do not consider that any of our pupils become public, in the sense of charitable, charges by attending, any more than do pupils in the public and high schools for the hearing, where the privileges are also

free and paid for by public taxation. Every child, whether deaf or hearing is entitled to a free education and it is the duty of the state, not a charity, to give it to him.

"The annual per capita cost of educating pupils here, including tuition and board, is approximately \$325 at present, but please do not call our pupils inmates as they are simply pupils without any charitable stigma whatever, any more than there is on your child if you have one and he attends a public high school or grades, or than on pupils in the consolidated rural schools where they are given free transportation to a central point at the expense of public taxation. I understand of course that the sticking point is the fact that board must also be furnished here, but I contend that that is exactly analogous to the free text books of the public schools, free transportation of the consolidated rural schools, etc., only the peculiar circumstances of our work make it necessary to board our pupils here, as they come from distant points in the state.

"Perhaps the law may be interpreted differently from your standpoint, but I am only giving my views if they are of any advantage to you in throwing light on this case."

Such a case was new in our experience and we do not know whether any similar ones have come up affecting pupils in other schools for the deaf, but we feel that the principle involved is large and that our contention in the matter was right and necessary in order to establish the status of pupils here as identical with that of pupils in public schools for the hearing. It has always been a hard matter to bring the general public to the idea that states are not conducting charitable enterprises in educating the deaf, but the time will come when that principle will receive universal recognition, we hope.

We had some very good moving pictures in the chapel Saturday evening, May 19th, and by their chiefly patriotic nature we were reminded of the grim realities of war around us. Mr. Newcomb has been fortunate in being able to secure an unusually good selection of films for our pupils all year in fact.

The following is the program given the evening mentioned:

Reel I

"A Trip Thru the Rockies" and "The Rocky Mountains in Winter." A beautiful scenic and travel picture.

Reel II

"A Day in Camp With Our Soldier Boys" and "Our Country in Arms." Showing scenes and incidents in the U. S. Army.

Reel III

"Target Practice by the Atlantic Fleet." Showing U. S. Battleships at practice.

Reel IV

"The Sunset Gun." A beautiful and pathetic Memorial Day picture story.

Good Night

"Exertion, like virtue, is its own reward.—Waverley."

EXCHANGE



'NUF SAID'

Mr. Wright chaperoned a party to the foot-washing at a church in the country last Sunday.—*Georgia School Helper*.

We are not even going to add a question mark; though it was on the tip of our pen.



A WASTED INVENTION

"What did you say Prof. Dippy's latest invention was?"

"A muzzle for bumble-bees."

"But they don't sting from that end."

"So he found out when he attempted to muzzle them."—*Judge*.



INQUISITIVENESS

"Ask me no questions and I'll tell you no lies." Can't give credit as we don't know who deserves it, but sometimes school papers could avoid embarrassment by recalling that classic bit of advice.



LAMENTABLY IGNORANT

Peggy—Daddy, what did the Dead Sea die of?

Daddy—Oh, I don't know, dear.

Peggy—Daddy, where do the Zeppelins start from?

Daddy—I don't know.

Peggy—Daddy, when will the war end?

Daddy—I don't know.

Peggy—I say, Daddy, who made you an editor?

—*The Sketch*.



The splendid lawn of the California school has been sacrificed and turned over to the plow of necessity. This was said to be one of the most beautiful spots in all wonderful California.—*Ill. Advance*.

"Was?" We'll venture it is still no less entitled to that claim, covered with potatoes or rainbow corn or pineapples or whatever they have it planted to now. The trouble with poets is—well, no use trying to diagnose it now, but German food directors are advising their people to eat grass as other food runs shorter and shorter. And poor France and Belgium! Wonder how many I. p. f. editors ever heard children crying because there was nothing to eat any where around.



DEAF CAREFUL AT WORK

Figures so far obtained by Mrs. Luella Nyhus, Superintendent of the Division for the Deaf in the Minnesota Bureau of Labor and Industries, show that the deaf are far less liable to be hurt while at work than the hearing. This will be a powerful argument to use with employers, who hesitate to employ the deaf for fear that they may be injured.—*Ohio Chronicle*.



Most of the teachers and officers of the School have contributed a fund of seventy-three dollars, which goes to support two French orphans made by the war for one year.—*Ohio Correspondence in Deaf-Mutes' Journal*.



THE TIMES is in receipt of *O Surdo* (The Deaf) a monthly magazine published in the interests of the deaf of Brazil by J. Brazil Silvado at Rio de Janeiro. Mr. Silvado will be remembered by delegates to the Delavan Convention as the only foreign delegate present. Mr. Silvado succeeded his father as superintendent of the National School for the Deaf at Rio de Janeiro several years ago and is now active in urging the government of Brazil to establish additional schools for the deaf to accommodate the 8,000 or more deaf of school age in that country. —*Wisconsin Times*.



He certainly is remembered by all who made his delightful acquaintance in Delavan. Hope he will not be too busy to come back again.



The Iowa State Board of Control has issued an order directing that every individual guilty of disloyal utterance be discharged from the state institutions. Loyalty—absolute and whole-hearted, is what the State and Nation demand at this time.



EDITORS EXEMPT

An official of an agriculture association wants to have farmers barred from enlistment in the new army of volunteers on the ground that they are

a block. The retail price is from ten to twelve and needed to keep the bread baskets full. It is up to the presidents of editorial associations to have editors barred, likewise, on the plea that they are already doing indispensable service in hurling verbal bombs at the enemy, besides acting as Uncle Sam's chief advisers.—*Alabama Messenger*.

That is even a better plea than sudden conversion to the Quaker faith or adopting a baby.



NO SLACKERS THEY

There is a recruiting station in this city, and several of our deaf boys went down last week and applied for admission into the navy. They were in desperate earnest and used all the arguments they could command to persuade the recruiting officers to accept them. Of course their applications were registered, but it is to their credit that they were willing and anxious to serve their country. When they found they would have no chance to fight, they said they were going to work hard on the farm all summer to help raise good crops. And this is more to their credit.—*Virginia Guide*.



HATS OFF

It is a generally recognized rule that when the National air (the Star Spangled Banner) is played men should remove their hats. At this time the custom will doubtless be more carefully observed and a deaf man is likely at one time or another to find himself in a crowd where the men stand uncovered while his own hat is on and create the impression that he is lacking in loyalty. We suggest that the deaf man keep his eyes open in a crowd and if those about him have their hats off to follow the example and take no chances.—*Iowa Hawkeye*.

TO VISIT WASHINGTON

The members of the Senior Class in the Deaf Department will leave on the 17th inst., to spend several days in sight-seeing in Washington. They will be accompanied by Miss Fay who is thoroughly familiar with the Capital City, and it is a safe prediction that the trip will be full of interest and enjoyment. These annual visits to Washington are made possible by the provisions of the Bowen Fund, and the educational value which they afford outweighs even the pleasure derived therefrom.—*Virginia Guide*.

Such a trip, even if to a place of less universal interest than Washington, under Miss Fay's chaperonage would be a liberal education in itself while it lasted.



The intensive production of munitions in France, with its enormous requirements in hand labor, has opened up a new future for the deaf and dumb, who before the war were excluded from factory work. Now hundreds of them are making shells and parts of automobiles and aeroplanes for the army. Some are earning the equivalent of \$4 a day.

Manufacturers refused deaf and dumb help previously because of employers' liability laws. There were also prejudices against them because of the supposed difficulty of conveying orders. In practice it has been found the deaf and dumb meet with no more accidents than their comrades. They learn even more quickly than do many normal workmen, and their attention never being diverted by conversation their output is of the best finish and equal in volume to that of the best mechanics.

The Minister of Armament has issued a circular to directors of hand labor in munition factories ordering them to prevent discrimination against deaf and dumb applicants for employment as mechanics.

—*New York Tribune*.



NEW INDUSTRY BEGUN

In planning the improvements to be made on the property lying between the group of buildings now occupied and our new primary school, the question of fencing loomed large. After investigation it was determined to put up a cement block fence and to have the boys make the blocks. A cement machine was rented and under the direction of our Mr. Anderson, instructor in carpentry, the class went to work. It was found that in mixing the ingredients and in handling the green blocks great care had to be exercised. The result of the first day's labor was about sixty perfect blocks. The knack of the things was soon learned and now three times that many are being turned out each day. After testing out the work for a week or more two machines were ordered and we expect to have more of this work done about the premises.

As a trade, at least a side line, for the pupils after leaving school it promises well. With judgment and care any able bodied young man can do the work. The cost of the necessary machinery is small and the profit, where there is demand for the finished product, is good. We estimate that the cost of the material is between three and one-half and four cents

one-half cents. We want to put up several hundred yards of fence and also a small building or two. There is enough work in sight to get the industry well established and its future will depend upon whether the boys find it a desirable trade to follow after leaving school.—*One Star*.

THE DRUNKARD'S HYMN

BY G. E. PINTO—A DEAF POET

My bottle 'tis of thee,
Short cut to poverty,
Of thee I sing.
Thy contents I adore,
I call for more and more
Till shown the outer door:
Thou art my king.

I sacrifice my pride,
My soul to thee is tied—
An outcast bum.
I love thy amber hue,
Thy taste and odor too,
To thee I'll e'er be true—
Oh! Master Rum.

To thee John Barleycorn
(My nose with red adorn)
I sing thy praise.
I'll blow my last red cent,
And squander all the rent,
Till life's last hope is spent—
I'm yours always.

My clothes are old and worn,
My friends all gaze with scorn
Because of thee.
I love thy burning thrills,
My veins thy poison fills,
And truth and honor kills:
No hope for me.

Ancient thief of liberty,
Civilization's mockery,
For thee I crave.
Thy curse lies on my head,
My youthful hopes are dead,
In paths of sin you've led
Your hopeless slave.

Oh, land of Satan's pride,
Thy sons in chains have died
For blood-red wine.
Thy freedom's mocking fame,
My manhood's blackened name,
I owe to thee, all shame;
The debt is thine.

—Reprinted from the *Washington*.

THE LITTLE TOUCHES

It is just the little things that count for so much. In an institution no little point of training is too insignificant to be given attention. There's a crude way and a nice way to do everything. Do it one way and everyone is ruffled, do it the other and the same result is accomplished, and all goes on smoothly. It's just this smooth way that we should all endeavor to instill into our pupils. It's the polish that will count in their relations after school days are over and the real living begins.

If they have acquired the smooth and finished way, they will pass over the undulations gently; if they have not, the passage over the irregularities is going to be pretty rugged.

A good deal can be done from the lecture platform, but the real work that tells is done in the heart to heart talk, the striking of the iron while it is hot. Character like metal molds fast then.

A pupil comes to you all wrought up over some offense that you have or some one else has committed towards him. He approaches you in such a way that it riles you. You feel your blood stir and your nerves tingle, and you are tempted to meet his wrath with equal ire—but don't. Control yourself, and proceed to find out calmly the ins and outs of the affair and the end he is trying to attain. Show him that the object can be accomplished so much more nicely if he takes the smooth way, and everyone will be friendly toward him; whereas if he goes at it in the crude way, he may attain his desire but there will be disagreeable aftermath.

It may be a long talk, it may be a hard argument but when he once sees the point, character's been made and molded, and a lesson taught that won't be forgotten, and the usefulness of which time will exemplify.

—*Rocky Mountain Leader*.

Parents should observe the grades of the children every month. If the report is good, write and tell your child that his grades are good. If his report is not good, write and encourage him to study harder and try to do better the next month. Let the child know that you are interested, and it will make a difference for he better. Write now.—*Missouri Record*.



A Cooking Class in our School.

Does the Picture make you hungry?

SCHOOL and CITY



We were certainly glad to see the visitors who were formerly pupils at our school on Wednesday. We had a game of baseball with the Alumni in the afternoon, and all enjoyed it even though we were defeated.

Last Saturday afternoon our team went to Bordentown, N. J., and played baseball with the Bordentown Military Institute Jrs. We defeated them easily by the score of 17 to 6. They invited us to supper. After the supper Colonel Landon of the 3rd regiment of N. J. invited us into the chapel to see what the colonel and cadets were doing. The colonel wanted to see two of our boys converse in the sign-language; so Frank Hoppaugh and Fred Ciampaglia complied. The cadets clapped their hands and stamped on the floor when they went on the platform. The cadets were very eager to see them conversing. Frank began to sign. He said that our team had come to play with their team and we thought they would defeat us but we found we were mistaken and that we defeated them. Then Fred interpreted to the cadets. They again clapped and stamped. Again Frank signed as follows: "We have the military system in our school, and already do well in drilling and marching. There in the bunch of boys is our military instructor." He pointed to Mr. Gompers and I raised his hand to show the cadets which it was. The cadets were looking at him with surprise. The colonel wanted to see the boys and they went on the platform. He began to spell and we drilled. The cadets praised our work. We left the chapel. The cadets showed us their marching which was very fine, and we too showed them our marching but there were not enough boys, only eight, to show it well. When we caught the trolley car for Trenton, the cadets yelled to us, but I do not know what they yelled. We returned home and attended a meeting of the Literary Society in the assembly-room in the evening. While we were in Bordentown, the other boys and girls had a picnic at Cadwalader Park. I think they had a good time. V. D.

My Aunt Susie said in her letter that she was going to put the flowers on the graves of the soldiers that had died in the Civil War. She was sorry for the soldiers. They were

very old men. I think the United States Army guards watch the people who walk across the bridges or work in the factories in Long Branch. If the United States guardman says "Halt," some people cannot hear it and he shoots them. People must watch the United States guardman. If he says "Halt," they must halt and they say "I want to visit my friends."

Arthur Greene told me that he wanted his brother to go to the factory in Long Branch so he went. His brother told him that the factory is fine. People make the uniforms for the United States army and the skirts for the women and girls. Arthur told me that he will see the factory in Long Branch. His brother knows where it is. J. P.

On Saturday, May 26, we went to Cadwalader Park to have a picnic. The girls went in one car and the boys in another. We arrived there about 1:20 P. M. We visited the animals and birds. There were bears, wolves, monkeys, white mice and foxes. Among the birds we saw the American Eagle which was

presented to the park by President Wilson. We also saw some alligators. Some of us played ball. We liked to see the Boy Scouts parade. Their program was fine and we certainly enjoyed it. Some of the little children picked wild flowers, such as violets and buttercups. About 4:30 our lunch was served and while we were eating it our picture was taken. After lunch some of us took a walk and saw the monuments and machine guns in the park. Among them was the statue of Washington crossing the Delaware. At 6 P.M. we took the cars and returned to school. We had a delightful day.

M. S.

My father was at Cape May Court House for two weeks. He likes it there. He will be back home this week.

I am very sorry that my cousin Mary Jane is getting the whooping cough and I hope she will be better soon. I will pray for her every night so God will make her better.

My mother asked me if I would like to go to the country to live this summer. I think I would like to live there, the country air will make me have good health.

Isabelle Long's family is going to move on the first of June. She would like to come here on Memorial Day but she can't. She will come up to see us in June. We shall be glad to see her again.

L. L.

Hurrah! hurrah!! hurrah!!! I am glad that I shall go home soon. I received a letter from Uncle Joe Tierney this morning. I wrote to him several months ago. I thought he would never write to me, so I was surprised to hear from him. He lives at Bridgeport, Conn. I have never been there. I would like to go. He told me that my sister is well, but my Aunt Katie is sick in the hospital. I hope she is better now. I did not hear from my Aunt Maggie for about two weeks. I thought something had happened but I received a letter from her yesterday. She told me that she, Uncle Joe and grandma are well. I was glad to hear from her. She did not forget me but she was busy. When I go home, I will help her.

Miss Bergen's nephew and his friend came to see her. I guess that she was glad to see them. They were dressed as soldiers and they seem strong and brave.

Wednesday was Memorial day. We never



A Corner in one of the Sick wards of our Infirmary



Our Pupils enjoying a Picnic Lunch at Cadwalader Park, Saturday, May 26. The Monkey House in the Background.

had school on Memorial Day before.

My Aunt Blanche's baby Janette can talk a little. She will be one year old on her next birthday which comes July 2nd.

I will be very glad to see my old friend Helen Lesh next summer. Sometimes I hear from her but I have not heard from her for a long time.

C. T.

Esther Forsman has gone home on account of the death of her father. She is uncertain about returning to this school any more. She expects to live in Hartford, Conn. We do miss her now that she is no longer with us.

M. S.

I received a letter from my sister on Wednesday. She told me that she was going to be in a play in the movies.

H. B.

Two young soldiers visited here this morning. I was in the industrial department, and, when they came in it made me feel bad. They said that they both will ride in an aeroplane in France some day. I know they are very brave to go to war. I wish to go. If I were a man and grown up, then I would be willing to go. But I'm very sorry for myself because I'm a girl and the general would not let me go. I don't want to be a red cross nurse, but I should like to be a soldier.

Our swings and see-saws are in constant use during play hours. I just love to play in them and we are very happy all the time when we are using them.

P. R.

Joseph Pingatore's aunt wrote to him and sent him some pictures this morning. He showed them to me. He was happy to get the letter and pictures.

We went to the movies at the Grand Theatre last Monday afternoon. The man who is the manager at the Grand invited all the pupils to see the movies. We were all very much interested. The pictures were about Oliver Twist. The actress's name is Marie Doro. I often see her in the movies. Charles Dickens wrote the book called "Oliver Twist."

Walter Battersby is anxious to see his sister Alice and brother William. They will be here soon.

We are glad we shall go home in three weeks and I hope we will have a nice vacation.

E. T.

Maybe Ruth Ramshaw and Margaret Renton will come to visit me next summer. If they come, I hope they will have a good time.

I am sorry that Wanda's uncle died last month. She wanted to go to his funeral, but she was disappointed.

Anna Klepper went home last Thursday to her cousin's wedding. She had a good time at

home. She did not come to school because she has to work in her home.

K. MCK.

My mother and her father went to Kingston, N. Y., last May. They live in Greenskill Park. He wants me to go to the country next vacation.

The Peddie Institute Team will come here next Saturday. They are very strong. They will play base ball with the Silent Workers' Team on our grounds. The last time we played them we defeated them by the score of 3 to 1. Perhaps we can defeat them again.

Otten and I went to Mr. Butterweck's shop last Saturday morning. We were making a big desk. He told us that we worked very well. It will be finished very soon. Perhaps I shall make a chair for the desk for Mr. Butterweck next week.

L. P.

I received a letter from my brother Elmer May 22. I am surprised that my friend Olive and he are going to be married on June 30. I shall have a new sister-in-law then.

My mother went to the cemetery and put flowers on my papa's grave. I received a letter from my mother a few weeks ago. She has a new pink wall paper on her room. My brother Arthur has a new yellow wall paper on his room. I think my home will be pretty. I expect my brother Arthur will have a new big auto this summer.

I hope my mother will send me a box for my clean clothes soon because I always send her my clothes every week. She helps me wash and iron my clothes.

J. C.

The pupils looked up at the aeroplane when it flew up to the sky. It flew up high for a long time and at last it flew away from here to Princeton, N. J. It came from Princeton, over the city of Trenton. Many men are practicing how to fly aeroplanes to prepare for war.

Mr. Johnson came into this room to visit us. He told us that he enjoyed seeing us and that maybe he would go to see the baseball game on Memorial Day.

Some boys found some birds that were dead. They laid on the ground and the boys gave them to Mr. Sharp. He was sorry. He told them that they must dig a hole in the ground and put the birds into the hole so they did that. The birds are good to us because they help to kill bugs and worms that eat the plants and trees.

J. W.

Miss Cory bought a hat this morning. Her hat is white and it has pink ribbons on it. I have a boil. It hurt me and I went to the nurse who fixes it for me every day. I think it is better. I shall play base-ball with a boy at home. My sister Anna will play with me next July and August. The girls and boys played base-ball together on the play-grounds

in Newark. I shall go to the moving pictures with Harold and Walter at the Garden Theatre. I received a letter from Harold and Walter last month.

J. F.

The graduating class of 1917 have ordered their class pins.

Many of the pupils were disappointed when they found out that Marshall Joffre, the hero of the Marne, would not visit our city as many were anxious to see him.

Some of the pupils and the officers who are between the age of 21 and 31 years have registered according to the conscription law. It is not likely that they will become soldiers but they may have to work on farms, in munition plants, etc., for the government.

We expect to go home on June 22nd or 23rd. Many of us will be happy to go home for the summer months.

Last Sunday Mr. Porter took a picture of the Senior baseball team, and afterwards he took a picture of Company A. in uniform.

R. V. S.

George Hummel was quite sick in the hospital on Sunday. His father and mother came over to see him.

Benton Sperling's friend Mr. Durling of Trenton invited Randall McClelland, Benton Sperling and George Hummel to his house for a party. We had games and afterwards we had some ice-cream and cake.

R. M.C.

Miss Bergen received a letter from Isabelle Long last week. She said in her letter that her brother had blood poisoning in his finger and had it amputated. She is very glad her brother had his finger amputated by the doctor, for he feels all right now. She said in Closing Exercises and we shall invite her to her letter also that she will come here to the stay with us all day. We shall be very glad to have her come.

My classmates and I are very busy writing essays because we will graduate this year.

R. R.

Louis Otten was very glad to meet Alfred Greiff because they are comrades.

Mr. Nutt is a handy workman. He cuts the grass and has the lawns in fine condition.

R. H.

Mr. Gompers and Mr. Conley are wearing three different flags on their coats. They are the French tricolor, the United States and the British flags.

On Memorial Day the weather was warm with a bright sun shining to make it an ideal day for being out of the house. The Silent Workers Seniors played baseball with the Alumni. We expected to win the game but were disappointed.

In a few weeks we will have our yearly examinations when we will all try for a good average. We all are studying hard in school this month.

The vegetables in the garden are growing rapidly. Every Monday and Friday my classmates in the third Advanced and Intermediate Classes go there to work. We have planted parsley, onions, beets, cucumbers, squash, beans, peas, corn, radishes, Swiss Chard, cabbage, tomatoes, and potatoes. They are doing well. We have not planted turnips and carrots yet.

On May 22, the circus came here. In the morning we went to school. After recess we were all glad to see the circus parade. In the afternoon a few pupils asked Mr. Kilpatrick if he would allow them to go to the circus. He gave them permission and they enjoyed it greatly. There were many new acts. J. D.

Henry Coene told me that he wanted a kite so he made one himself. He flew it and it fell and broke after awhile. He cried about it. My brother Stanley wanted to go fishing in a pond near the woods. Mother would not allow him to go and he stayed at home. I got a letter from George Piasceski. He bought a new automobile last month. It was a Buick.

W. T.

Next week Tuesday will be my brother John's birthday. He will be six years old. He will have a party. Perhaps I will send him a nice present.

M. B.

Yesterday we expected to work in the garden as we always do on Tuesday and Friday. The ground was wet because we have had much rain, so we only looked at our plants. Patrick and Jose have the best looking gardens.

Yesterday afternoon I got a very nice letter from Miss Davis' friend. He thanked me for making the chocolate cake of which he had a piece.

K. B.

We all were glad to see Mr. Johnson when he came here on Wednesday. The girls told me that he came here last February, but I did not see him then.

V. S.

I went to the fair grounds on my bicycle and saw many soldiers. I met Miss Craver's brother. He was a soldier. He asked me if I wanted to see the camp and I told him that I did and I went to see the camp. And it was fine. There are many machine guns in the camp. I would like to join the army to play the drum.

W. M.

My brother, Raymond is 10 years old. He has fixed his garden plot at home. He goes to school every day and when he comes from school, he works in the garden plot. He wants to learn to plant.

Miss Kochler will take Mr. Sharp's class to the park and they will have a picnic on Friday. They will have a nice time.

M. B.

Every Saturday morning, an aeroplane from Princeton, N. J., flies over our school-ground. I used to wish to be an aviator, but now I would like to become a gunner on a super-dreadnaught.

W. F.

Among our visitors on Decoration Day were:—Hans Hansen, George Brede, William Battersby, Angelo Avallone, Otto Reinke, Owen Coyne, Bernard Doyle, John MacNee, Henry Nightingale, Harry Dixon, Joseph Higgins, Charles Durling, Frederick Walz, Walter Throckmorton, Alphonse Barbarulo, Henry Koster, William Knipe, Joseph Novak, Frank Penrose, Frank Wilson, Walter Hall and Misses McClaire, Ehrich, Turner, Beck, Savko, Battersby and Mrs. Tobin.

THE SILENT WORKER

SILENT WORKERS SCORE EASY WIN

On Saturday May 19th, the Silent Workers journeyed to Pennington and easily defeated the Seminary Junior nine, 17-7. Encouraged by his mates, Hoppaugh pitched a marvelous game, fanning fifteen opponents. Captain Shaw made a fine record in this game. Out of six times at bat, he made three hits, including two doubles. The score:

SILENT WORKERS

	A.	B.	R.	H.	O.	A.	E.
Shaw, ss.	3	5	5	3	0	0	1
Dondiego, cf.	4	0	1	0	0	1	
Ciamp, 3b.	6	1	2	0	0	1	
Gompers, c.	3	1	1	15	1	1	
Pease, lf.	4	1	1	0	0	0	
Hapward, rf.	4	0	1	0	0	0	
Davison, 1b.	4	2	2	9	0	4	
McClelland, 2b.	3	4	1	0	4	0	
Hoppaugh, p.	3	3	0	0	1	1	
Total	37	17	12	24	6	9	

PENNINGTON SEMINARY JUNIORS

	A.B.	R.	H.	O.	A.	E.
Moulsdale, 3b.	3	2	1	3	3	2
Taylor, lf.	4	1	1	3	0	0
Merwin, ss.	2	1	0	1	2	1
Stuart, 2b.	4	0	1	1	1	0
Cox, 1b.	4	1	0	9	0	4
Elworthy, c.	4	1	0	6	0	2
Wilson, p.	3	1	0	2	1	1
Sloat, cf.	4	0	0	0	0	0
Miller, rf.	4	0	0	0	0	0
Totals	32	7	3	24	7	10

Silent Workers ... 0 0 0 2 3 5 0 4 3 0 —17
Penn. Sem. Jrs. ... 0 3 0 0 0 0 0 4 0 —7

Two-base hits—Shaw 2; Pease. Stolen base—Shaw. Struck out—By Hoppaugh, 15; by Wilson, 3. Base on balls—Off Hoppaugh, 7; off Wilson, 7. Time—Two hours, ten minutes.

TRENTON HIGH JRS. DOWN MUTE NINE

The Trenton High School Juniors defeated the fast-going Silent Workers by the score of 4-2 on the High school field, Wednesday May 23rd.

Three runs was scored in the first and second inning on numerous errors which marred the contest. Both teams were at their best but were unable to hit the ball freely.

The pitching of Tindall and Hoppaugh was splendid. Both pitched excellent ball, but the former did the best by fanning seventeen men while the latter was in trouble with his team making errors. The score:

SILENT WORKERS

	AB.	R.	H.	O.	A.	E.
Shaw, c.	4	0	0	11	4	0
Dondiego, 2b.	4	0	0	3	1	0
Ciamp, 3b.	4	0	0	0	2	1
Gronhuski, cf.	4	0	0	1	1	2
Pease, lf.	4	2	1	1	1	1
Hapward, rf.	4	0	0	0	0	0

Davison, 1b.	3	0	1	4	0	0	0
McClelland, ss.	3	0	1	4	0	2	2
Hoppaugh, p.	3	0	0	0	0	0	1
Totals	33	2	3	24	9	7	

TRENTON HIGH SCHOOL JRS.

	AB.	R.	H.	O.	A.	E.
Gotshalk, c.	2	1	0	18	0	1
Ream, ss.	4	0	1	0	2	1
Slicher, 1b.	4	0	0	4	0	0
Tindall, p.	4	1	1	1	3	2
Golderberg, 3b.	2	1	0	0	1	1
Grover, 2b.	4	0	0	3	0	0
Wood, rf.	3	1	1	1	0	0
Di Naples, cf.	3	0	0	0	0	0
Spair, 3b.	2	0	1	0	0	0
Kuhn, lf.	3	0	1	0	0	2
Totals	31	4	5	27	6	7

Silent Workers ... 0 0 0 0 1 0 0 0 1 —2
T. H. S. Jrs. ... 1 2 0 0 0 1 0 0 x—4

Two base hit—Spair. Three base hit—Tindall. Stolen base—Hoppaugh. Struck out—By Tindall, 17; by Hoppaugh, 10. Base on balls—Off Hoppaugh, 2. Umpire—Walker, of T. H. S. Scorer—Felts, of N. J. S. D.

THINGS NEEDLESS TO FEAR

Don't be afraid to hustle; be glad of the chance.

Don't be afraid to tell the truth. It is a part of your honor.

Don't be afraid to work; it is healthy physical and mental exercise.

Don't be afraid to go out of the way to do a good turn for a friend.

Don't be afraid to change a man's opinion, but be careful how you do it.

Don't be afraid to play the game honestly. Honesty always wins out.

Don't forget work at times. Your work will be the better for it.

Don't be afraid to obey. A man must learn to obey, before he may hope to command.

Don't be afraid of difficult undertakings. Be glad of the opportunity to show your metal.—Ex.

It is the truth divine, speaking to our whole being: occupying, calling into action, and satisfying man's every faculty, supplying the minutest wants of his being, and speaking in one and the same moment to his reason, his conscience and his heart. It is the light of reason, the life of the heart, and the strength of the will.—Pierre.

Cheerfulness is full of significance: it suggests good health, a clear conscience, and a soul at peace with all human nature.—Charles Kingsley.



Silent Worker Linotype Operators, 1915-16, and their Instructor

FOR OUR LITTLE PEOPLE

Conducted by Frances H. Porter



THE DAISIES' LESSON
Little daisies in the meadow
Reaching up your modest heads.
How I love to see you showing
Hearts of gold, and frills outspread.

How your cheerful little faces
Laugh up at the sun's bright rays;
Keeping bravely in your places
Through the gloom of rainy days.

First you look like little buttons
In the grass, until the sun
Kindly helps them to unfasten;
Then you pop out, one by one.

Mother says you teach a lesson—
That a little child may learn—
To be always bright and cheerful
Whate'er way your faces turn.

—Helen M. Richardson.

ABOUT RAIN

Rain comes from the clouds.
Rain clouds are dark.
Sometimes the rain falls quietly.
Sometimes it rains very hard.
The rain washes grass and leaves.
The trees, grass and plants drink it.
We wear rubbers when it rains.
We carry umbrellas.

THE RAINBOW

One day the sun began to shine while the rain was still falling. As it did so, a beautiful rainbow was seen in the sky. The teacher told the children to look out of the window and count the colors in it. They counted six. Then he asked them the names of the colors they saw. They named violet, blue, green, yellow, orange and red. They looked at the rainbow until it was gone. After the rain was over the sun was as bright as ever.

GRASSHOPPERS

Grasshoppers are dark green. They live in the grass. A grasshopper has a long body, two long, stiff wings and two thin ones.

It has six legs. The four front legs are short, but the hind ones are very long.

In the fall the grasshopper lays many eggs in the ground. These eggs stay in the ground all winter.

In the spring they hatch, but the young grasshoppers have no wings.

They grow, and after a while their old skin becomes too tight, so they crawl out of it. There is a nice, new skin under this old

one. The grasshoppers do this three or four times.

Then they are large and their wings begin to grow.

Grasshoppers rub their wings and legs together and make a noise. They eat grass, leaves and plants.

THE FLAG

The name of our country is the United States of America.

Our flag is red, white and blue.

George Washington told a woman how to make the first flag.

The woman's name was Betsy Ross. He drew a picture of a flag. Then he told her to make the flag of red, white and blue cloth.

He told her to make the stripes red and white and to cut stars out of white cloth and sew them on the blue cloth.

Our country's flag is beautiful.

It is called "The Stars and Stripes."

A RAILROAD

Boys and girls often ride on railroads. When they come to school, or go home, or go to visit in another town they ride on railroads. Do they know what the different parts of a railroad are called?

A number of cars joined together are called a train.

The engine which moves a train is called a locomotive.

A car in which people ride is called a passenger car.

A car in which boxes, barrels and their things are carried is called a freight car.

A person who rides on a train is called a passenger.

The money he pays for his ride is called his fare.

The train stops at the station.

The man who runs the train is a conductor.

A brakeman helps the conductor.

A chair car has chairs for seats.

A sleeping car is often called a Pullman.—Ex.

LEARNING TO FLY

Four little birds lived in a nest.

The nest was in an old oak tree.

The little birds were too young to fly.

Their father and mother brought food to them.

But one day they wished to fly from the nest.

They wanted to see the big world.

So they tried to use their wings.

At first they were afraid.

They were only baby birds.

At last one dared to go.
He spread his little wings.
Up, up he went to a high branch.
How proud he felt!
He looked around.
What a nice world it was!
He flew back to the nest.
He told the others what he had seen.
They were very proud of him.

—Lights to Literature.

PAUL'S FLOWER BED

Paul made a little flower bed.

This is how he made it.

He dug up the earth with his spade.
He made it soft and fine with his rake.
He planted some little brown seeds.
They lay in the soft, dark earth.
Soon the raindrops came patterning down.
The raindrops said, "Wake up, little seeds.
It is time for you to grow."

The little seeds woke up.

They threw off their seed coats.

Each one sent down some little white roots.

Each one sent up two little green leaves.
The bright warm sun shone on Paul's garden.

The sunshine said, "Grow, little seedlings, grow."

The warm south wind blew.
It said, "Grow, little seedlings grow."
And Paul was happy.—Ex.

A NEW HOME IN AN APPLE TREE

Mr. and Mrs. Robin Red Breast built them a cosy nest.

The nest was in an apple-tree, that was white with snowy blossoms.

This couple was very happy in their fragrant home.

Soon four pretty white eggs appeared in the nest.

Then one day four heads peeped out of the eggs.

And the baby robins had come.

Every morning Mr. Robin would start out early in search of some breakfast for his little family.

He would often carry worms to the little birdies.

By and by Mrs. Robin said the little ones must learn to fly.

First she taught them to fly from twig to twig and then from branch to branch.

Soon they grew very brave and flew from tree to tree.

And after awhile they flew far, far away from the home nest.

And Mr. and Mrs. Robin knew their little birdies had left them for good.—Ex.

THE FARMER

1. Do you live on a farm?
 2. Is your father a farmer?
 3. Has our school a farm?
 4. What is the farmer's name?
 5. What does a farmer do?
 6. Where does he work?
 7. What does he raise in the fields?
 8. Name five kinds of grain.
 9. What does the farmer raise in the orchard?
 10. Name five kinds of fruit that grow on trees.
 11. Name a fruit that grows on a bush.
 12. Name a fruit that grows on a vine.
 13. Name one that grows on a small plant.
 14. What does the farmer raise in the garden?
 15. Name ten kinds of vegetables.
 16. What does the farmer do in the spring?
 17. What does he plant and sow?
 18. From what is butter made?
 19. How is it made?
 20. What small insects make honey?
 21. Name the garden tools.
- a farmer a farm
 a field a meadow
 an orchard the woods
 a grove
-

THE BIRTHDAY OF OUR FLAG

I am going to tell you about a birthday that comes in summer.
 My birthday comes in _____. When does yours come?
 This birthday comes in June.
 It is the birthday of our flag, and it comes on the fourteenth of June.
 Do you know how old our flag is?
 Yes, more than a hundred years old.
 Do you remember who made the first flag?
 Who told her what to do?
 You remember that Mrs. Ross made many more flags.
 All the soldiers loved that flag.
 The boys and girls loved it too.
 They did not have many flags then.
 One soldier had the flag on his ship at sea. His name was John Paul Jones.
 When he was fighting he could see his flag.
 He would say, "I will fight for my country and my flag."
 It helped him to be brave.
 Now we have many, many flags.
 Every school house has a flag.
 On all our forts you will see our flag and on many of our big buildings, too.
 Do you know who carried our flag to the North Pole?
 Are you glad that it is your flag?
 Do you like to see it waving in the breeze?
 Let's give three cheers for our flag.
 Three cheers for the "Stars and Stripes."
 Three cheers for "Old Glory."
 Hurrah! Hurrah! Hurrah!
 'Tis the star-spangled banner,
 O long may it wave
 O'er the land of the free,
 And the home of the brave."

Francis Scott Key.

RAIN

The rain is raining all around,
 It falls on field and tree.
 It rains on the umbrellas here,
 And on the ships at sea.
 —Robert Louis Stevenson.

THE SILENT WORKER

JENKINS MEMORIAL FUND

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 W. Atkinson Charles Casella

Bulletin No. 20

Columbus Lodge No. 120 F. and A. M.	\$10.00
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Through Arthur R. Smith	2.40
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Miss Christoffers	.50
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John B. Ward	1.00
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Mary Wingler	1.00
Mr. and Mrs. J. Black	1.00
	10.70

Total to date.....\$127.05

All contributions will be acknowledged in the Bulletins that follow.

Up to date the following bids have been received:

1. Mr. Jacques Alexander, Life-size Pastel Portrait, \$125.00
2. Mr. Albert V. Ballin, Life-size Pastel Portrait, for only what the materials cost him.
3. Mr. A. L. Pach, Life-size Portrait, \$50.00. Mr. Pach suggests the creating of a Jenkins's Memorial Prize Fund for the benefit of the pupils of the New Jersey School.

All the above bids were rejected at the convention leaving the choice for a bronze tablet. Mr. Hannan is therefore the only bidder.

4. Mr. Elmer Hannan, 18"x25" bronze tablet with portrait of Mr. Jenkins and such an amount of letterings to record his praiseworthy deeds, \$185.00

Other artists are invited to bid. Ideas and suggestions will be gladly received by the undersigned.

GEORGE S. PORTER,
Custodian.

School for the Deaf, Trenton, New Jersey.

TYPESETTER

The work of setting type is one of the most important branches of the printing trade, and requires a certain amount of skill which can only be acquired by experience. Therefore the experienced, reliable typesetter is a valuable man in the printing business.

There are several definite classes of typesetters or compositors. The job compositor employed in the setting of type for books is one of them. Another very important class of compositors consists of the men engaged in the newspaper printing office working the linotype machines.

Every young man who desires to become a typesetter must possess a certain definite liking for mechanical work. He must have a quickness of eye, be rapid in his movements and be at all times wide awake. He must especially be a master of spelling and punctuation and have a good grammar school education.

Almost all successful typesetters belong to the union of their trade. In the majority of newspaper shops typesetters must be members of the typographical union.

The only way to learn the work of typesetting is to enter a printing-shop as an apprentice. Three to five years is the time usually required to complete the term of apprenticeship. All learners receive a small wage during the period of apprenticeship, which varies with the locality, size of shop and kind of printing done. The average pay, however, is one dollar per day. At the end of three to five years the young man becomes a journeyman printer, or compositor, entitled to full pay.

Most typesetters receive from \$24 to \$36 per week. Foremen in printing offices receive more. The highest paid men in this line of business are those engaged in setting up type for advertisements. This work requires special care and skill. These men receive as high as \$40 per week.—*Press Publishing*.

WEATHER MAKERS

If I had the making of the weather," said Bettie disconsolately looking out of the rain-splashed window, "I wouldn't ever have it rain. I'd just have lovely, pleasant, shiny weather." "You do have a good deal to do with it, little Bettie," said her mother. "The whole family sunshine is apt to depend on you." "O, you mean smile sunshine, don't you?" asked Bettie after a minute.

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DOING KIND DEEDS

Have you done a kind thing for which you had no thanks?

Never mind that. Just think of the good it has done yourself.

Dick turned out of his way to open a hard gate for Ralph.

It made Ralph feel pleasantly, and he helped Jack with his lesson.

Then Jack gave little Teddie half his apple at lunch. Teddie helped carry Lulu's book home.

Lulu—but I am sure she must have done something kind for someone, for a pleasant deed is like a stone. If you give it a send-off it goes rolling and rolling on.

RULES FOR BOYS WHO WORK

First: Be honest and straightforward.

Second: Don't get a job through influence. No true success is built on the influence of others. Depend on yourself.

Third: Do what you are employed to do better than anyone else employed about you can do. Promotion will surely follow.

Fourth: Be interested in what you are doing and don't watch the clock for quitting time. Be too absorbed in your work to know what time of day it is.

Fifth: Get an early start in life. Begin work as soon you can.

Sixth: Work! Work!! Work!!!—Mt. Airy World.

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It is a thorough academic training school preparatory to college, business or drawing room.

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The cost of day pupils is from \$28 to \$64 per year, according to grade, and \$224 to \$244 for boarders.

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The Boarding Halls are lighted by electricity, heated by steam, well ventilated, provided with baths and all modern conveniences. The sleeping rooms are nicely furnished and are very cosy.

For further particulars apply to the Principal.

J. M. GREEN.

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TERMS OF ADMISSION

THE NEW JERSEY SCHOOL FOR THE DEAF, established by act approved March 31st, 1882, offers its advantages on the following conditions: The candidate must be a resident of the State, not less than six years nor more than twenty-one years of age, deaf, and of sufficient physical health and intellectual capacity to profit by the instruction afforded. The person making application for the admission of a child as a pupil is required to fill out a blank form, furnished for the purpose, giving necessary information in regard to the case. The application must be accompanied by a certificate from a county judge or county clerk of the county, or the chosen freeholder or township clerk of the township, or a mayor of the city, where the applicant resides, also a certificate from two freeholders of the county. These certificates are printed on the same sheet with the forms of application, and are accompanied by full directions for filling them out. Blank forms of application and any desired information in regard to the school may be obtained by writing to the following address,

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